1925-1926

Mitchell

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SEVENTIETH ANNUAL CATALOGUE

OF

MITCHELL COLLEGE

FOUNDED 1856

AN ACCREDITED STANDARD JUNIOR COLLEGE
FOR YOUNG WOMEN

AND

MITCHELL ACADEMY

---

announcements for

SESSION OF 1926-'27

STATESVILLE, NORTH CAROLINA

BRADY PRINTING CO. STATESVILLE N.C.

COLLEGE CALENDAR

1 9 2 6

September 14th—Registration of Day Students.

September 15th—Arrival and Registration of Boarding Students.

September 16th—Opening of Session, (9:00 A. M.)

November 13th—End of First Quarter.

November 25th—Thanksgiving Holiday.

December 17th—Christmas Holiday Begins.

1 9 2 7

January 5th—Class Work Resumed, (9:00 A. M.)

January 29th—End of First Semester.

March 30th—End of Third Quarter.

April 1st—Field Day.

May 28th, 29th, 30th—Commencement.

"It is not necessary that this should be a large school; it is necessary that it should be a good school."

OUR AIM

"A school where the spirit and ability of the faculty, the content of the curriculum and life, and the quality of the equipment all conduce to help the student to 'increase in wisdom and in stature and in favor with God and man.'"

WHAT MAKES A SCHOOL CHRISTIAN?

W. L. Lingle, D. D.

1. **A Christian Faculty:** In one of his letters Henry Drummond says that the best evidence of Christianity is a Christian. If you recall for a moment the teachers who have meant most to you, I believe that you will discover that the impress of their personalities and the influence of their daily lives meant far more to you than their teaching. A Christian faculty creates a Christian atmosphere in which Christianity can live and grow.

2. **Christian Teaching:** Yes, we would like to see some distinctly Christian subjects taught in our colleges. For example, there ought to be a good course in the English Bible, not as a book of history and literature, but as a book of religion and life. However, the idea that I am trying to express is more comprehensive than that. Every course in the curriculum in a real Christian college is taught from a Christian point of view.

There is a vast difference between a course in science under a Christian professor who is able to think God's thoughts after Him, and a course in science under an athiest who has said in his heart that there is no God.

3. **A Christian Atmosphere:** This is created by the faculty and the students, and by the whole devotional life of the institution. Atmosphere is an intangible thing, but it has more to do with making a home or a college Christian than anything else. Our deepest convictions in life come to us from the atmosphere we breathe in the home and in the school.

BOARD OF TRUSTEES

Rev. R. A. White, D. D., *Chairman,* - - Mooresville
Mr. E. B. Watts, *Secretary-Treasurer,* - Statesville

Term Expires Autumn, 1926

Rev. J. M. Clark, D. D., - - - - Statesville
Rev. C. E. Raynal, D. D., - - - - Statesville
Rev. S. L. Cathey, - - - - - - Loray
Mr. R. V. Caldwell, - - - - - Concord
Mr. C. P. McNeely, - - - - - Mooresville

Term Expires Autumn, 1927

Rev. C. M. Richards, D. D., - - - Davidson
Rev. C. E. Gregory, - - - - - Morganton
Mr. W. F. Hall, - - - - - Statesville
Mr. John A. Scott, - - - - - Statesville
Mr. W. L. Morris, - - - - - - Concord

Term Expires Autumn, 1928

Rev. R. A. White, D. D., - - - Mooresville
Rev. T. W. Lingle, Ph.D., - - - - Davidson
Mr. E. B. Watts, - - - - - Statesville
Mr. J. J. Willard, - - - - - Hickory
Mr. H. A. Rouzer, - - - - - Salisbury

EXECUTIVE COMMITTEE

Rev. R. A. White, Rev. C. M. Richards, Rev. C. E. Raynal, Mr. W. F. Hall, Mr E. B. Watts, Mr. John A. Scott.

OFFICERS AND INSTRUCTORS

1925-1926

REV. G. H. ELLMORE, B. D., PRESIDENT.
University of Virginia; Union Theological Seminary, B. D.; Graduate Student, University of Virginia.

Bible

MISS LOIS DICKS, B. A., B. M., M. A., DEAN
Limestone College, B. A., B. M., and Special Diplomas; University of South Carolina, M. A.

Mathematics

MISS MARGUERITE FURGERSON, B. A., M. A.
Florida State College for Women, B. A.; Columbia University, M. A.; Dilploma from Centro de Estudios Historicos, Madrid, Spain.

Modern Languages

MISS KATHERINE WILSON, B. A., M. A.
North Carolina College for Women, B. A., University of North Carolina, M. A.

English

MRS. MINNIE H. ELIASON
Mitchell College; North Carolina College for Women; Normal Training, Corpus Cristi; Summer Schools, N. C. C. W.

History

MISS MARY PEYTON BALLARD, B. A., M. A.
University of Cincinnati, B. A., M. A.

Science

MISS MARY ELIZABETH WEARN
Home Economics Diploma Queens College; Summer Schools, Columbia University.

Home Economics
Physical Education

ROBERT L. JOHNSON
Southern Normal University; University of Valparaiso

Commercial

DEPARTMENT OF MUSIC

KAREL C. BONDAM, DIRECTOR
Royal Conservatory, The Hague; Institute of Musical Art.
Piano, Organ, Violin

MISS ELLA ANNE DAVIES
Graduate Horner Institute of Fine Arts, Kansas City; Pupil of Oscar Seagle, New York; Pupil of Mme. Henley, Norfolk; Kansas State Teachers College.
Voice

MISS LOIS SCROGGS
Diploma in Piano and Organ, Mitchell College; Pupil of Henry H. Freeman, Washington
Piano, Organ

MISS CECELIA KRIDER
Mitchell College.
High School English and Latin

MRS. MARY GAITHER WATTS
Mitchell College; Summer Schools, University of Wooster and University of North Carolina.
Librarian

MRS. ANNIE L. PARKS
Dietician

M. R. ADAMS, M. D.
College Physician

ASSISTANT INSTRUCTORS

MISS EVA MAE REESE, *Home Economics*

MISS NOVA BEAVER, *Mathematics*

MISS LUCILE STEVENSON, *Mathematics*

MITCHELL :-: COLLEGE

HISTORICAL SKETCH

AS early as 1852, Concord Presbytery began to plan for an institution of higher education for young women. The first concrete result was a strong, beautiful structure in a picturesque part of Statesville. When nearing completion in 1855, this building was destroyed by a storm. While another building was being constructed school was opened in temporary quarters, September 15th, 1856. In 1857 the College building was ready for occupancy and is described in the catalog of 1859 as "of brick, handsomely stuccoed, 138 feet in length, with a central depth of about 80 feet, and three stories high. Its front, facing the principal street of the town, is ornamented with a lofty portico, supported by six massive columns, adding greatly to the beauty of its architectural proportions." It was known at that time as Concord Female College, and Professor John B. Tinsley was its first President. Through the troublous years preceding and during the Civil War, Mr. E. W. Faucette, and Rev. S. C. Millen were successively President. From 1864 to 1874 it met with varying success under the successive administrations of Rev. J. M. M. Caldwell, Rev. E. F. Rockwell, Rev. R. B. Anderson, and Rev. Taylor Martin. Somewhere about 1873, because of financial troubles, it was sold to Mr. R. F. Simonton, of Statesville, and was known for some years as the Simonton Female College. From 1875 to 1883 it flourished under the Presidency of Mrs. E. N. Grant, assisted by her sister, Miss M. E. Mitchell, daughters of Dr. Elisha Mitchell, who met a tragic death in 1857 while exploring what is now

known as Mt. Mitchell. After Mrs. Grant's death the school was closed for a short while, and was then reopened and had a successful career for eleven years under the Presidency of Mrs. Fannie Everett Walton. In the meantime Mr. Simonton had died and the property was bought by a "Syndicate." This body of men sold off quite a good deal of the land, and then sold the College and what land remained to Mrs. Walton. After her retirement property would have been lost to the Presbyterian Church, but for the noble and timely aid of Rev. J. B. Shearer, D. D. He purchased the property in 1896, repaired the buildings, and secured Captain J. B. Burwell to conduct it as a Presbyterian school. At this time it took the name of the Statesville Female College. After Dr. John A. Scott became president in 1900 Dr. Shearer deeded the property to Concord Presbytery, and it was for several years under the joint control of Concord and Mecklenburg Presbyteries. From this time onward the College has prospered and the property has been greatly improved.

Largely through the generosity of Mr. W. F. Hall, of Statesville, and other friends, a large addition was made to the Main Building in 1908, and in honor of Dr. Shearer, it was named "Shearer Music Hall." Dr. Scott's successful administration of fifteen years was succeeded by seven very fruitful years under the Presidency of Mr. J. M. Moore. Upon his retirement in the Spring of 1922 the College began a constructive administration under the Presidency of Rev. W. F. Hollingsworth, and directly under the control of Concord Presbytery. Since July, 1924, the College has been under the administration of Rev. G. H. Ellmore.

CHANGE OF NAME

On the sixtieth anniversary of the College, urged by the Alumnæ and approved by the Trustees, Concord Presbytery changed the name of Statesville Female College to MITCHELL COLLEGE.

"The name was given to the College as a mark of honor to Mrs. Eliza Mitchell Grant and Miss Margaret Eliot Mitchell, daughters of Dr. Elisha Mitchell, scientist, educator, and Christian. Mrs. Grant became President of Statesville College in 1875, and Miss Margaret Mitchell in the same year began teaching science in the College, using in her work the scientific apparatus of her distinguished father."

"In the selection of the new name, Dr. Elisha Mitchell becomes the embodiment of the ideal—the patron saint of your College. His eminence as a scholar and teacher, his devotion to the education of youth, and his exalted life, should be the inspiration for noble attainment to your institution and to all its aspiring students."—*Hon. Locke Craig.*

LOCATION AND HEALTH

The location of an educational institution means much for its future life and growth. MITCHELL'S founders could hardly have chosen more wisely. Statesville has come to be known by its thousands of admirers as "the best town in North Carolina." It is in the heart of the industrial center of the State—in less than a hundred miles of Greensboro and Winston-Salem, and in less than fifty from Salisbury and Charlotte. It is easily acessible from all parts of the State, on the main line of the Southern Railway, and twelve passenger trains pass through every twenty-four hours. Two telegraph companies, and good telephone service, also put it in conversational touch with all parts of the country. Statesville is a modern small city of between eight and ten thousand population, affording the social, literary, musical, and educational advantages of the large city, while being free from the temptations which makes the large city an undesirable environment for young people in the formative years of life. It is in the healthful Piedmont section with mountain peaks of the Blue Ridge looming in the distance, and has a delight-

fully mild all-year climate. Outdoor games and sports, physical culture, plenty of fresh air and sunshine are possible, and will be regarded as a regular part of school routine. Abounding physical health is productive of the highest mental activity.

GROUNDS AND BUILDINGS

Since its early founding the city has grown up around the College, and its grounds have been somewhat restricted, but the Trustees have recently acquired several lots of adjoining property, and the campus has been considerably enlarged. The front grounds are preserved as a park and flower garden, and sufficient space at the ends and rear of the building are reserved for athletic sports. Tennis, basketball, and volleyball courts are maintained, and will be increased as needed.

The College building is a handsome, substantial structure as shown in the frontispiece picture, and being all under one roof makes it most convenient. The original building contains class rooms, library, laboratories, dining room, offices, dormitories, etc., and in 1908, the Shearer Music Hall was built by devoted friends and presented to the Presbytery. It is now a part of the original building and contains an auditorium capable of seating about eight hundred, besides, studios, practice rooms, and dormitory rooms. Five years ago, during the Million Dollar Campaign for Education, citizens of Statesville, regardless of church affiliation, subscribed liberally, with the understanding that their gifts were to be used in the further improvement of their own College. This money has been and is still being expended for the better physical equipment of the institution. The building is furnished with both gas and electricity for heating and lighting purposes, is steam-heated throughout, has an abundant supply of good water, the rooms are comfortably furnished, and the equipment is far better in every way than might reasonably be expected, considering our very moderate charges.

SOCIAL LIFE

Good morals must be crowned with good manners. Social training is quite as important as mental training. Many good and capable girls may seriously impair or limit their usefulness by some unfortunate manner or habit. To the end that there may be a perfect development of personality a series of talks will be given throughout the year upon social forms and etiquette. A series of receptions will provide practice in easy and graceful hospitality. The routine of school life will be relieved at suitable intervals by literary and musical entertainments, lectures, and recitals, accompanied by informal social hours. Mitchell girls will also be allowed to participate in social life outside of the College to a limited extent when properly chaperoned.

RELIGIOUS LIFE

Mitchell College maintains that there can be no education without the development of the spiritual along with the physical and mental. It further believes that spiritual growth should be promoted under the influence of the church, and stands for positive Christian truth. Mitchell endeavors to cast about the students a wholesome religious atmosphere. Religious exercises are held every school day at which attendance is required.

For the development of spiritual life, and training in Christian leadership, an active Y. W. C. A. is maintained and conducted by the students. Various evangelical denominations are represented in the churches of Statesville. Church and Sunday school attendance on Sunday is a regular part of school life. Resident students will have the opportunity to worship in the various churches, to hear good sermons, to observe and participate in well-conducted Sunday schools, to hear good music, and to receive training in the proper conduct of Young People's Societies.

THE BIBLE

The emphasis put upon the teaching of the Bible by capable teachers, and the moral and Christian atmosphere maintained in church schools are the things that differentiate Church and Christian education from State education. But for these the Church has no excuse for entering the educational field.

"An intellectual growth will only add to our confusion unless it is accompanied by a moral growth. I do not know any source of moral power other than that which comes from religion."—*President Coolidge.*

"I am in no way untrue to State institutions when I say that in our day one might become a bachelor or master in any one of the best of them and be as ignorant of the Bible * * * and the fundamental principles of religion * * * as if he had been educated in a non-Christian country."—*Dr. Thompson.*

"I do not believe you are going to make the right kind of citizen by a Godless education and then adding in religion afterward. The idea is wrong. Education and religion must go hand in hand."—*Dr. Hadley.*

"Education has always yielded her best fruit when associated with religion."—*Ex-President Wilson.*

MITCHELL COLLEGE makes no apology for the prominent place that is given to the English Bible in its curriculum. We have arranged it so that every student, though she tarry but a session, shall receive some Bible instruction. No one can be said to be truly educated who is ignorant of the Bible.

Some time ago the Trustees of MITCHELL COLLEGE decided to establish the J. B. Shearer Chair of English Bible and Philosophy. This chair is founded in honor of the late Rev. J. B. Shearer, D. D., LL.D., President of the Board of Trus-

tees of the College, and one of its most loyal friends and substantial supporters. The Trustees cordially invite the friends of this great patron and promotor of Christian Education to contribute to a fund for the endowment of this Chair.

SCHOOL LIFE AND DISCIPLINE

Our resident students range in age from fifteen to twenty-one years, the most plastic and formative period of life. In a boarding school more hours of a girl's life are spent in close contact with teachers and officers of the school, than would be be possible with father and mother in her home.

It is equally true in this day and time that school authorities can exact an obedience and exercise a control which is not possible in the home-life of many families. One advantage of the small College is the close relationship between officers, pupils and teachers. The classes are not so large but that each pupil can receive much individual attention. The whole atmosphere of a Christian College with its high ideals, helpful spirit, and example of right living—enforcing right teaching—cannot be other than highly beneficial in the formation of strong Christian character. The President and Trustees exercise the utmost caution in the selection of teachers. They are sufficient in number to give the most efficient service. They are all graduates of well-known standard colleges, and universities. They are selected not only because of scholarship and known ability to teach, but because of their fitness to be leaders and examples of Christian life and conduct.

We desire only those pupils who are willing to study and will submit gracefully to discipline. No idlers are wanted, but those who have a purpose in life will find ample opportunity to develop their talents, and will not find it hard to conform to the requirements of the school. Our aim is that the moral tone and character of the students shall be so high that they will tolerate no wrongdoing, but will fully co-operate with the faculty in securing their own highest good, which is

identical with the best interests of the school. The "honor system" is inculcated in all relations between the pupils and the school authorities.

No student will be allowed to remain in school whose example is bad, who will not submit gracefully to necessary discipline, and whose influence is hurtful. *The President reserves the right to require the withdrawal of such a student at any time.* Firmness mingled with kindness will be our guiding principle.

EFFICIENCY

From experience and observation we have noticed that students seeking entrance are often not prepared for the classes that they think they are, and they are greatly disappointed. They fail to acquire a high grade, or find the work very hard, because of the lack of thoroughness in their foundation work. It is the constant aim of this school to do thorough work in all departments, and to be absolutely honest with patrons in marking and grading. The student must do the work required in each subject before being promoted. Reviews, written and oral tests, and other approved methods are constantly in use to promote studious habits, and to secure the best results. Interested friends have offered medals, as will be seen elsewhere, to encourage the student's best efforts. A yearly average of 70 per cent in each subject is required for promotion. A general average of 90 per cent entitles one to honorable mention, and a general average of 95 per cent entitles one to the Honor Roll. Quarterly reports will be sent to parents and guardians.

BOARDING DEPARTMENT

The kitchen and dining room are under the close and constant supervision of an experienced matron. A great effort is made to provide abundant and wholesome food, well prepared and attractively served. The menus are arranged with

due reference to the needs of young girls. We believe that few schools provide as good.

Prompt attendance on all meals is required. When a pupil is too sick to attend classes or meals she will be sent to the infirmary and be under the care of the infirmary matron. A teacher presides at each table, and proper decorum and etiquette are observed.

LIBRARY

The College Library consists of more than 2,500 well-chosen volumes, and a number of pamphlets. The books of the library are classified according to the Dewey decimal system, are made accessible to readers by means of a complete card catalog of authors and subjects. The reference shelves are well furnished with encyclopedias, dictionaries, and other books of reference adapted to the wants of the students in all classes. The reading room is supplied with a large number of the leading magazines and periodicals, as well as with daily and weekly newspapers.

The Library and Reading Room are under the supervision of a trained librarian and her assistants.

LITERARY SOCIETIES

Every student is required to be a member of one or the other of the two Literary Societies—The Phi Kappa and the Phi Mu. At the bi-monthly meetings interesting programs are rendered, consisting of music, essays, readings, and debates. They cultivate ease of manner and grace of expression before an audience.

ATHLETIC ASSOCIATION

"The object of this association shall be to promote an interest in athletic and a healthful competition, and to further the welfare of the school and of the individual by main-

taining the highest ideals for beautiful, wholesome womanhood, for sportsmanship, good comradeship and fair play."

ALUMNÆ ASSOCIATION

The Alumnæ Association is an important factor in the life of the College. The organization meets annually during Commencement. The object of the Association is to foster among the Alumnæ sentiments of affection for their Alma Mater and for each other, and to arouse and quicken interest in Christian education. At present the Alumnæ are giving their energies to the work of increasing the equipment of the College and of adding to its patronage.

PERSONAL OUTFIT

Each teacher and pupil is expected to furnish for personal use a sufficient number of towels, table napkins, blankets, bed coverings, four sheets, two pillow cases (about 20x28,) one or two counterpanes, two laundry bags. A glass and spoon for use in the room, an umbrella, overshoes, and raincoat are requisites. Rooms are furnished with double and single beds. All personal articles are required to be marked with wash-proof name tapes. These are inexpensive and furnish the easiest and most satisfactory method of marking clothes. Order blanks will be furnished to prospective students. Orders can be filled in two weeks or less.

MEDALS AND PRIZES

Wood Bible Medal—The family of the late Rev. W. A. Wood, D. D., offer a gold medal to the pupil who makes the highest grade for the year in Bible in the College department.

Stikeleather Bible Medal—Mr. Horace H. Stikeleather offers a gold medal to the pupil who makes the highest average in Bible in the Academy.

DINING ROOM

Mills Music Medal—Mr. C. E. Mills, of Statesville, offers a gold medal to the pupil in the music department who makes the greatest progress in Music under the Director.

Johnson Voice Medal—In honor of her father, Frank Osborn Johnson, Miss Lorene Johnson offers a gold medal to the pupil in the department of Voice who makes the greatest progress in Vocal Music.

Caldwell English Medal—In honor of her distinguished brother, the late Editor J. P. Caldwell, Miss Jennie A. Caldwell established a medal to be awarded at each annual Commencement to the member of the Senior Class making the highest average for the year in the Department of English.

Steele Music Medal—The Steele Music Medal is offered by J. C. Steele & Sons, of Statesville, to the student making the greatest progress during the year in the Intermediate Class under Associate Teacher.

Allison Medal—Mrs. D. F. Stevenson, (Atlanta, Ga.,) offers a medal in memory of her grandfather, Col. Thos. A. Allison, one of the founders, and for a long time a trustee, of Mitchell College. This medal is to be given annually for the best essay submitted by the Academy Seniors on a subject to be assigned by the donor.

NOTE—The Faculty reserves the right to withhold anyone of the above medals if no student in that department or class averages as high as 90 per cent.

SCHOLARSHIPS

The following scholarships are offered to deserving girls of limited means. These scholarships pay the full literary tuition for a year in MITCHELL COLLEGE:

The Wagner Scholarship is endowed by Mr. L. C. Wagner, of Statesville, in honor of his mother, Mrs. Susan Wagner.

The Goodman Scholarship is endowed by Mrs. John T. Goodman, Mt. Ulla, N. C., in memory of her husband, John T. Goodman, and their daughter, Alice Noel Goodman.

Steele Scholarship—Messrs. J. C. Steele & Sons established in 1909 a scholarship endowed for twenty years—the beneficiary to be named by themselves.

Shearer Scholarship—The Trustees of the College have established a perpetual scholarship in honor of Dr. J. B. Shearer, in recognition of his great service to the cause of Christian education, and to MITCHELL COLLEGE in particular.

Hill Scholarship—The Trustees have also established a scholarship in honor of Professor J. H. Hill, in recognition of his services to MITCHELL COLLEGE and to the cause of education in Statesville, and Iredell County.

The College should have at least twenty-five scholarships that would pay the tuition of worthy and needy girls. We trust that many individuals, auxiliaries, Bible Classes and Churches will provide tuition scholarships of eighty dollars each. We believe that this opportunity should appeal to all friends of Christian education.

LOAN FUND

Masonic Student Loan Fund—This fund was established in 1925 by the Grand Lodge of North Carolina.

James Hall Loan Fund—This fund has been provided through the generosity of the Alumni Association.

Business and Professional Women's Club Loan Fund—This fund was established in 1925 by the Business and Professional Women's Club of Statesville.

Carrie Watts Loan Fund—This fund has been established by the Woman's Auxiliary of the First Presbyterian Church, of Statesville.

Student Loan Fund of the Presbyterian Church—Mitchell College has access to the Student Loan Fund of the Executive Committee of Christian Education of the Presbyterian Church.

Full particulars regarding these funds may be obtained from the President.

STUDENT AID

In order to make it possible for some to get the advantages we offer, who are not able to pay the entire cost, a limited number of girls will be given light work in the dining room for which they will be credited a definite amount each month on their board and tuition. All who receive scholarship aid should show a willingness to do all they can in the way of self-help. The College has no work to offer by which a student could pay her whole way; and if it had the student could not find time to do that much. The work that is offered in no way interferes with class work or study periods. All who wish such help should make early application directly to the President.

STUDENT GOVERNMENT

A modified form of student government has been organized under the rules and regulations adopted by the student Government Association. The aim of this association, as set forth in the constitution, is "to develop a high sense of honor, to promote student and faculty co-operation in matters of school conduct and discipline, and to enforce the regulations that have been adopted, as founded in wisdom and expediency."

Each one who is matriculated becomes, by that act, a member of this Association, and signs the following:

PLEDGE

As a student in Mitchell College I acknowledge my membership in the Student Government Association and promise to be governed in my conduct by its rules and regulations. I recognize that I have the good name and reputation of my school to maintain, as well as my own, and I further promise to promote her interests in every way possible, and to be guided by the "honor system" in all my relations to the faculty and to my fellow students.

GENERAL REMARKS

Parents are urged to co-operate with the school by inculcating the idea of simplicity and economy in dress. Expensive and elaborate dressing is not suitable for school girls, and creates envy and unhappiness in others. Strong walking shoes should be provided for out-door wear during winter.

Parents are earnestly requested to have eyes examined, glasses fitted, dental work done, and other such matters, on which good school work depends, attended to before pupils leave home.

Pupils will be required to care for their own rooms, which will be subject to daily inspection, and on which they will be graded for neatness, etc.

Permission from parents to pupils to do things contrary to the rules of the school, or contrary to what seems best to the school authorities, cannot be granted. Reasons will always be given where such permissions are not allowed, when requested.

Visitors and day pupils are not allowed in the private apartments of the dormitory without special permission.

Visitors are not allowed to interfere with class and school work, except for good reasons. All Sunday visiting is discouraged.

Pupils will be held strictly responsible for all damage done to school property, and a fair assessment will be made in each case, and payment required.

Simple remedies and medicines, with infirmary attention, will be furnished without additional charge. But in case of serious sickness and attendance of a physician, or nurse, the parent or guardian will be required to pay the cost. All prescriptions are charged at actual cost.

Pupils who get sick during school will be given every possible attention as regards medicine and nutrition. But people who require "special diet" cannot be received either as pupils or teachers.

All "extra" charges are eliminated as far as possible so one can easily calculate just what the total expenses will be. An allowance of from ten to fifteen dollars should be made for text-books, sheet music, etc. In the advanced classes the total will be more.

Young men visitors from the home communities of the students must bring letters of introduction from the parents or guardians of those upon whom they wish to call. Only members of the immediate family will be allowed to call on Sunday.

No one may invite a guest to be entertained in the house without permission of the Dean or President, and satisfactory arrangements made as to length of stay, charges, etc.

Chafing dishes and electrical appliances are not allowed in the dormitory rooms. This regulation is a safeguard against fire.

Patrons are particularly requested to notify the President as to time of arrival in Statesville of prospective stu-

dents in order that they may be met at the depot. Young ladies traveling alone, and not being met at the station, must report at the College without delay.

Pupils seeking admission must give evidence of honorable dismissal from previous school attended, of normal health, and good character. As soon as registration fee and application are received a blank form will be sent to new students to be filled out certifying work previously done.

ROOM RESERVATION

By reason of our limited dormitory space and the numbers seeking admission, we are obliged to require our patrons to sign the application form printed in the catalog and to make a deposit of $10.00 as an evidence of good faith, in order to secure the reservation of a room. This fee will pay certain College charges as indicated elsewhere, *but is not credited on board and tuition.*

As the number of rooms available for students is limited and the College has very little income except from student fees, we must insist that patrons reserving a room should understand that is for the school year. The withdrawal of a pupil after it is too late to fill the vacated space with another student means considerable financial loss to the College. Should several do this it would lead to a serious deficit in current expenses. *Therefore the withdrawal of a student except for protracted illness, or purely providential reasons, will be regarded as inconsistent with school ethics and business honesty.*

We especially advise early application to make sure of a room. We give preference to former students, but rooms can not be held for them, if they are late in sending in their application in due form. No room will be held after school opens without full payment of board and tuition from the opening day. No deduction in fees will be made for pupils who enter two or three weeks late. This always entails extra

work on teachers and officers of the school. No reduction is allowed for temporary absence during the term. No deductions for any cause will be allowed to students who withdraw during the last quarter.

We urge parents to make every effort, and to make some sacrifice, if necessary, in order to have pupils enter promptly at the beginning. To be a few days or weeks late may seem a small thing to pupil or parent, but on this may hinge the success or failure of the year's work.

SCHOOL TERMS AND RATES

The school session is divided into a Fall term and a Spring term. It is also divided into four quarters. All bills for Board, Tuition, Specials, etc., are payable *Quarterly in Advance.* Quarterly payments will be due and payable September 14th, November 18th, January 30th and March 31st.

Patrons expecting any other terms or conditions must make satisfactory arrangements with the President before the student is matriculated. On account of our very reasonable charges, no *discounts or reductions* can be granted. A reasonable allowance will be made for absence on account of *protracted sickness.* Pupils leaving school during the quarter will not be allowed any rebate. No fees will be returned in case of suspension or expulsion. *All school contracts are understood to be made for the year unless otherwise specified in writing.*

EXPENSES FOR THE YEAR

RESIDENT STUDENTS

Registration fee (to be applied to infirmary, and contingent fees—not credited on Board and Tuition)	$ 10.00
Board, furnished room, light, heat, and laundry, per year	200.00
Tuition, in all subjects except "Specials," per year	80.00
Medical fee	2.00
Library fee	3.00
Total, Regular charges	$295.00

Payments—Registration fee of $10.00 must be paid by all students, whether old or new, when room is reserved. This fee is not credited on board and tuition, and is not returnable under any conditions after August 15th. The regular charge of $285 for board, tuition, etc., is payable **strictly in advance,** in four equal payments of $71.25, at the times specified elsewhere.

Books, stationery, sheet music, and "specials" are not included in the above charges.

DAY STUDENTS

Registration fee (applied to Library and contingent fees—not credited on Tuition)	$ 5.00
Tuition, College and Academy, per year	80.00
Library Fee	3.00

Daughters of ministers will not be charged for Literary Tuition.

The regular Tuition and "Special" charges are the same for resident and non-resident students, and are payable in the same way, **Quarterly in Advance.** All bills must be paid promptly, or satisfactory reasons given, if students are to remain in school.

"SPECIAL" CHARGES

Piano, Violin, Pipe Organ, under the Director, per year	$110.00
Piano, under Associate Teachers, per year	70.00
Voice, Private Lessons, per year	70.00
Sight Singing and Chorus Class, each, per year	10.00
Theory, Harmony, History of Music (in class) per year	10.00
Laboratory Fees (Biology, Chemistry, etc.,) per year	5.00
Use of Piano, one hour daily, per year	8.00
Use of Organ, one hour daily, per year	20.00
Commercial Course, with use of Typewriter, etc.	75.00
Domestic Art	40.00
Domestic Science	40.00
Diploma (Literary or Special)	5.00
Certificate (Literary or Special)	3.00

No student is enrolled in any regular or "Special" course for less than one quarter, and withdrawal during the quarter will not entitle her to any rebate.

Students taking both literary work and specials pay the "Special" charge and $16.00 per year tuition for each Literary Course.

LITERARY DEPARTMENT

MITCHELL COLLEGE

Mitchell College is now a fully accredited Standard Junior College. The conditions of entrance are the same, the college hours are the same, the quality and quantity of work the same as in any standard four-year College or University. The first two years of College work at Mitchell prepare students to enter the third year class of any higher institution. The courses of study are also arranged so that the graduates of Mitchell College may receive the State Teacher's Certificates without taking the customary teacher's examinations or attending summer schools.

The requirements for admission to the Junior College courses are the same as those of the standard four year College and State Universities. The requirements for admission to the General elective are more elastic than for the Standard course. For *admission* to either course, however, 15 units of approved preparatory work are requisite. Arrangements may be made for *IRREGULAR* and *SPECIAL* students, but at least 9 hours of work in Literary subjects must be carried. Such irregular and special students will pay the same price and be under the same rules as the other students.

The subjects accepted as credits for admission are outlined in detail on the blank which is furnished each prospective student. These should be filled out and signed by the principal of the last school atttended and sent in as early as possible. Unless such certificate is furnished, admission will be by examination. Graduates of accredited secondary schools will be admitted on certificate, without examination.

The two courses offered in the Junior College are known as the Standard College Course, and the General Elective Course.

Of the fifteen units required for entrance the following are prescribed and elective:

STANDARD COLLEGE COURSE

Prescribed Units

English	4
Latin, or Modern Language	4
Mathematics	3
History or Science	1
Electives	3

Electives May Be:

Latin	4 or 2
Modern Language	2
History	2
Science (any one of several)	½ or 1

Northern and Eastern Colleges for women require more Latin and Modern Languages than Southern Institutions.

GENERAL ELECTIVE COURSE

Prescribed Units

English	4
Foreign Language	2
History of Science	1
Mathematics	2
Electives	6

Electives May Be:

Bible	½ or 1
Foreign Language	2 or 4
History	2 or 3
Science (any one or several)	½ to 2
Mathematics	½ to 1
Vocational subjects	½ to 2

REQUIREMENTS FOR GRADUATION

The minimum requirements for graduation are the satisfactory completion of 60 semester hours, so divided that not less than 24 nor more than 36 semester hours shall be carried in one year. As a church school we require for graduation at least 6 hours of Bible. We believe the day is not far distant when all State institutions will allow credit for Bible on the same conditions as for purely Academic subjects. Some are so recognizing it now.

In order to receive College credit on any "Specials" the student must have completed previously the elementary course in those subjects and must have completed the equivalent of a High School course.

DIPLOMAS AND CERTIFICATES

Students who complete any one of the full College courses with at least three hours of Bible, will be awarded the Junior

College Diploma, which carries no degree. (Some States allow the Title "Associate of Arts.")

Certificates showing work done will be awarded to Irregular and Special students on the completion of approved courses.

A fee of $5.00 is charged for a Diploma and $3.00 for a Certificate. No Diplomas, Certificates, school honors, or records, will be given until all bills are paid, or satisfactory arrangements made.

COURSES OF STUDY

The College courses are planned to meet the needs of (1) Those who intend to continue their education in the traditional arts and science courses of the four-year College or University; (2) Those who can take only two years of College work, and who expect to teach, or to take up other vocational or home activities; (3) Those who wish to specialize in music or other "Specials," or in certain Literary and Cultural courses without taking full College work.

OUTLINE OF COLLEGE COURSES

STANDARD COURSE

Prescribed Hours	
English	12 hours
Foreign Language	6 hours
Bible	6 hours
History	6 hours
Science	6 hours
Mathematics	6 hours
Electives	18 hours

Electives Chosen From	
Latin	6 hours
Modern Language	6 hours
History	6 hours
Education	12 hours
Science	6 hours
Home Economics	12 hours
Theoretical Music	2 to 4 hours
Piano, Voice, Violin, or Organ	2 to 4 hours
Commercial	8 hours

MITCHELL ACADEMY

This department presents a standard four-year High School course, preparatory to College. Any student who has completed with credit the seventh grade of an approved Grammar school, and can give satisfactory evidence of honorable dismissal, will be eligible for the first year of the Academy. Pupils seeking admission to the eighth or higher grades must not only produce certificates showing work previously done, signed by the principal of the last school attended, but

must submit to oral or written tests if deemed advisable by the committee on classification. Continuance in the grade assigned will be dependent on the student's ability to do the work.

The Academy is on the accredited list of the North Carolina Association of College Presidents, and also on the accredited list of the State Department of Public Instruction. This gives its graduates ready entrance to our best colleges without examination.

College Preparatory and General Elective courses, indicated in the following outlines, and special courses in Music, are offered. The regular courses are designed to meet College entrance requirements of Standard Colleges, and the elective courses are both cultural and practical. Students entering upon High School work should know at the time, if possible, whether they are to take a two- or four-year College course and consult with the President as to the course best suited to their particular needs. *After selection has been made and work begun no changes will be allowed without the Faculty's consent and approval.*

REQUIREMENTS FOR GRADUATION

In order to receive an Academy Diploma the student must complete one or the other of the courses outlined and described in the following pages. The Standard Colleges require as a quantitative condition for admission 15 units, and as a qualitative condition assurance of ability to do College work. Eastern Colleges for Women require a larger amount of work in Foreign Languages.

It is highly desirable that those who receive their High School Diploma at Mitchell should continue through the two years of College, thereby keeping their records unbroken, and giving continuity to their work. The chasm between

High School and College is broad, and can best be bridged by continuing in the same Institution. In the smaller classes of the small College the student gets more personal attention, and is far more likely to "make good" in her first year of College work.

NOTES ON ELECTIVES

Not more than two units of elective work may be taken in "Specials." One unit of credit is given for the completion of the two-year course in Harmony; not more than one unit of credit in Music will be given unless at least one year of Harmony is taken, credit is given at the rate of one-half unit for a year's work beyond the third grade in the Piano Course, or the corresponding grade in Voice and Violin. No credit toward graduation is given for elementary work in any of the "Specials."

Only one musical subject may be taken as an elective in any one year.

OUTLINE OF PREPARATORY OR ACADEMY COURSES

COLLEGE PREPARATORY

First Year:
English I.
Mathematics I.
Latin I.
History I.,
or Science I.
(Bible)

GENERAL ELECTIVE

First Year:
English I.
Mathematics I.
(Bible)
Two Electives from
History I.,
Science I.
Latin I.

Second Year:
English II.
Mathematics II.
Latin II.
History I.,
or Science I.
(Bible)

Second Year:
English II.
Mathematics II.
(Bible)
Two Electives from
History I.
Latin II.
Science I.

Third Year:
English III.
Latin III.
or History II.
French I.
or Spanish I.
Mathematics III.
(Bible)

Third Year:
English III.
French I.
or Spanish I.
(Bible)
Two electives from
History II.
Math. II. or III.
"Specials."

Fourth Year:
English IV.
Latin IV.
or History III.
French II.
or Spanish II.
Science II.
(Bible)

Fourth Year:
English IV.
French II.
or Spanish II.
(Bible)
Two Electives from
History IV.
Math. III., or IV.
Science II.
"Special."

Note—Credit will not be given for one year of a Foreign Language.

DESCRIPTION OF COURSES

LITERARY DEPARTMENT

The Roman numeral accompanying each subject indicates the number of the course in that subject, both in the "Outline" and the "Description of Courses." College courses are indicated by the letter "C," and Academy courses by the letter "A." Where "Texts" are not named changes are under advisement.

College courses are 3 hours per week, unless otherwise noted. Academy courses are 5 periods per week (45 minutes), or 4 periods (60 minutes).

BIBLE

This subject throughout the whole course, is taught with a broad and liberal spirit, and in no sense inculcates sectarian beliefs. The matchless literature, history, and doctrine of the Bible cannot be considered denominational possessions.

A I.—A. IV.—Throughout the four years of the Academy. Two periods per week.

During these four years the effort is made to cover the Old Testament as it is treated in three sections in Steele's Bible Outlines, giving a comprehensive view rather than an intensive study. The effort is made to simplify it for beginners, and to make memory work a part of the course. Credit 2 units.

C. I.—First Year Junior College (Required.)
The Life of Christ and the Acts of the Apostles, as outlined in Steele's Bible Outlines. Credit 6 semester hours.

C II. The Epistles; and a study of representative masterpieces from the whole Bible. Credit 6 semester hours.

ENGLISH

The aim of this department is to develop in the student the power of writing and speaking good English and a taste

LIBRARY AND READING ROOM

for good literature. Much attention is given to the fundamental principles of grammar, composition, and criticism.

A I. Advanced Grammar and Review—Through drill in the principles of Grammar, Spelling, Punctuation, Sentence Construction, etc.

Texts: Leiper's New English Grammar; Literature and Life Book I.

Credit, one unit.

A II. Elements of Composition—Composition, Oral and Written. Rhetoric begun.

Texts: Claxton and McGinniss Effective English; Literature and Life Book II.

Credit, one unit.

A III. Composition and Rhetoric—Themes, Oral and Written. Studies in Literature.

Texts: Claxton and McGinniss Effective English; Literature and Life Book III.

Credit, one unit.

A IV. Composition and Literature—Outlines of Literature, and Original Composition.

Text: Literature and Life Book IV.

Credit, one unit.

C I. Composition and Rhetoric—A part of this course is devoted to a thorough drill in English Fundamentals, preparatory to College English. This is intended to discover and correct deficiencies in speech, grammar and composition.

The more advanced work consists in a study of the various types of composition, narration, description, exposition, and argumentation, with consistent practice in both oral and written composition.

Masterpieces of English and American Prose are read and analyzed. The reading is selected in such a way as to illustrate the gradual growth and development of English and American Prose.

Texts: Wooley's Handbook of Composition; Pattee's Century Readings in American Literature.

Three hours weekly throughout the year. Credit six semester hours.

CII A. American Literature—This course has the following aims: To enable the student to trace American Literature as a literature from its beginnings to the present day; to make a careful

study of several outstanding writers; to study such special movements as Transcendentalism, the Short story, etc.; to study types, especially of poetry. Credit, six semester hours.

Text: Pattee's Century Readings in American Literature.

CII B. English Literature—(For those students who have not had a survey course in high school). This course has the following aims: To trace English literature from its beginnings to the present day; to make a careful study of the leading writers; to study types, especially of poetry.

Credit, six semester hours.

DEPARTMENT OF EDUCATION

Courses in this department are open to college students who expect to teach. Students who receive credit for 30 semester hours of college work, including 6 semester hours in Education will receive the State Elementary A Certificate. Students who receive credit for 60 semester hours of college work, including 12 semester hours in Education will receive a Primary C or Grammar Grade C Certificate. This department conforms thoroughly with the requirements of the State Department of Education, and our students therefore receive the highest certificates attainable through one or two years of college work.

CI. Introduction to Teaching—"An introductory study of the work of our public schools, the business of teaching, etc. This course orients the student in the fields of education."

Three hours a week throughout the first semester.

Credit, three semester hours.

Text: A First Book in Education, Heinmiller.

Introductory School Management—"The primary object of this course is to give the student the fundamental knowledge of what is involved in the conduct of a school. Among the topics treated are: the aims of education; personal qualifications of a good teacher; discipline; program making; daily schedule; school hygiene; supervised study, school ethics."

Three hours throughout the second semester.

Credit, three hours.

Text: Classroom Organization and Control, Sears.

C II. (1) Educational Psychology—A study of original nature, individual differences, the learning process, mental hygiene, in their relation to the elementary school subjects.

Three hours a week throughout the first semester.

Credit, three semester hours.

Text: Psychology for Normal Schools, Averill.

(2) Methods—

Special Primary Methods. (Reading, Language and Number Work) or Special Grammar Grade Methods. (Language, History, Geography and Arithmetic.)

Three hours a week throughout the second semester.

Credit, three semester hours.

Texts: To be announced.

HISTORY

The History courses include, besides the regular Texts, Parallel Reading, Current Events, note books, map work, etc.

A I. History of Europe—Ancient and Mediaeval; Early Man to 1789 A. D.

Credit, one unit.

Text: Robinson and Breasted, Part I.

A II. History of Europe—Our Own Times; 1789 to the Present.

Credit, one unit.

Text: Robinson and Beard, Part II.

A III. American (Constitutional) History—Hart's Essentials of American History, or West's American History and Government; Problems of Democracy.

Credit, one unit.

C I. Modern European History—The subject matter covers the history of Europe from the 16th century to the present time.

Six semester hours credit.

Texts: Hayes, Schipiro, etc.

C II. History of the United States—A general survey of the political history and the economic development of the United States.

Texts: Hart, Wilson, Bassett.

Six semester hours credit.

LATIN DEPARTMENT

Although the chief aim of this department is to give the student ability to translate with ease, and to give thorough training in grammar and composition, there are certain secondary aims which deserve consideration. The department seeks to give the student some idea of the life and literature of the ancient Romans; a survey of classical mythology, which will be helpful to a student of English Literature; studies in derivation of words, including the tracing of familiar words; a rhetorical study of the various classics read; and a comparison of the various classics with those of a similar type in other literatures. The content, as well as the structure, of each classic will be given attention.

A I. Mastery of Forms and Pronunciation—Drill in Declensions and Conjugations; Vocabulary; Easy Translation from Latin into English and from English into Latin.

Text: Bennett's First Year Latin.
Credit, one unit.

A II. Latin Grammar and Latin Composition—Constant drill in Declensions, Conjugations and Principles of Grammar and Composition; Four books of Caesar completed.

Texts: Bennett's Latin Grammar and Gallic War; Bennett's Latin Composition.
Credit, one unit.

A III. Continued Drill in Grammar and Composition—Cicero, 6 Orations; Readings and Reports on the Life of the Romans; Some Work on Vocabulary.

Texts: Bennett's New Cicero; Bennett's Latin Grammar; and Bennett's Latin Composition.
Credit, one unit.

A IV. Grammar and Prosody. Virgil's Æneid. Books I.-VI.—(College entrance requirements) Scansion; Constant work on Vocabulary; Readings and reports on mythology and literary subjects connected with the Æneid.

Text: Bennett's edition of Virgil's Æneid.
Credit, one unit.

C I. Latin Prose—Cicero's De Amicitia; Selections from Pliny's Letters; Selections from Livy; Books I. XXI., and XXII. Advanced Prose Composition; practice in sight translation. Lecture and readings on the Latin language and literature.

Credit, six semester hours.

C II. Latin Prose and Poetry—Tacitus's Agricola and Germania; Horace's Odes and Epodes; Study of Latin Prosody; Practice in sight translation; Lectures and readings on topics connected with the text.

Credit, six semester hours.

MODERN LANGUAGE DEPARTMENT

FRENCH

A III. First Year Academy—Beginning course, Chardenal's Complete French Course. Study of Elementary principles of Grammar, Composition, Dictation and Conversation. Readings from Monvert's La Belle France, or Guerber's Contes et Legends.

Five hours a week. Credit, one unit.

A IV. Second Year Academy—Advanced study of grammar, Chardenal's Complete French Course, Irregular Verbs, Subjunctive conversation. Reading from Merimee's Colomba, Labich and Martain's Le Voyage de Monsieur Perrichon, Sand's Le Mare au Diable, or Moliere's Les Precieuses Ridicules.

Five hours a week. Credit, one unit.

C Ia. French—A beginning course designed for those who have had no French, or who have had only one year of High School French. Drill in grammatical principles, composition, conversation, dictation, pronunciation. Five hours a week. Credit, six semester hours.

Texts: Chardenal's Complete French Course; Gueber, Contes et Legends; Setchanove, Five French Comedies.

C I. First Year College—Review of grammatical principles, composition, dictation and conversation. Reading from Moliere's L'-Avare, Cornelille's Cid, Lotti's Pecheur d' Islande, Dumas' Tulipe Noire, Zola's L'Attaque du Moulin, etc.

Three hours a week. Credit, six semester hours.

C II. Second Year College—Advanced reading course. Dictation, composition and conversation. Readings from the Dramas of Corneille or Racine, Novels of Hugo or Dumas, selections from Vreeland and 'Michaud's Anthology of French Prose and Poetry.

Three hours a week. Credit, six semester hours.

SPANISH

C Ia.—A beginning course designed for those who have had no Spanish or only one year in high school. DeVitis' Spanish Grammar. Drill in grammatical principles, composition, conversation, dictation, pronunciation. Easy reading from Fortuna and Zaragueta, Valera's Pajero Verde, etc.

Five hours a week. Credit, six semester hours.

C I. First Year College Course—Review of grammatical principles, composition, conversation, dictation. Reading from Moratin's El Si de las Ninas, Galdos' Marianela, Valera's Pepita Jimenez, Becquer's Tales and Poems, etc. Prerequisite two years of high school Spanish or CIa Spanish.

Three hours a week. Credit, six semester hours.

C II. Second Year College Course—Composition, dictation, conversation. Advanced reading from novels of Galdos, Caballero, Valera, etc., from dramas of Benevente, Tomayo y Baus, etc., Azorin's Confessiones de un Pequeno Filosofo.

Three hours a week. Credit, six semester hours.

MATHEMATICS

The High School course offers a mathematical training in absolute harmony with the recommendations of the national committee on Mathematical Requirements.

1. **Algebra**—Required of all students during first or second year. Four hours per week for a year. One unit credit.

Text: Milne-Downey.

2. **Algebra**—Required of all students during second or third year. Four hours per week for a year. One unit credit.

Text: Milne-Downey.

3. **Plane Geometry**—Prerequisite, course 1 and 2. Four hours per week for a year. One unit credit.

Text: Wentworth-Smith.

The college course combines the work which is commonly covered in separate courses. The unified method brings out the relation of the various branches and satisfies the demand for concrete Mathematics.

1. **Mathematical Analysis:** Required of all students during first or second year. Three hours per week for the year. Credit, six semester hours.

Text: Griffin.

SCIENCE

All Science work is now done in a laboratory recently refinished and adequately equipped for the courses offered.

The work is standard in every particular, and parallels that given in the larger institutions. 1

A I. General Science—A general survey of the fundamental principles of Biology, Chemistry, Physics, etc.

Five hours of recitation and laboratory work each week. Credit, one unit.

A IV. General Inorganic Chemistry—A study of the important principles of Chemistry.

Two recitations and four hours of laboratory work each week. Credit, one unit.

C I. General Inorganic Chemistry—This is an advanced course of college grade, but is so arranged that it may be taken by students who have had no previous work in Chemistry. It includes a study of the preparation, properties, etc., of the metals and non-metals, with special emphasis on the various chemical relations and reactions.

Three hours of lectures and recitations and four hours of laboratory work weekly. Credit, four hours.

C II. General Biology—This course is designed to give students a general knowledge of the fundamental principles of Biology. It includes:

(1) A study of the structure, functions, development and relationships of typical animals and plants.

(2) A discussion of the biological problems, covering such topics as cell structure, differentiation, metabolism and growth, ontogenesis, genetics, and organic response.

Three hours of lectures and recitations and three hours of laboratory work weekly. Credit, six semester hours.

LABORATORY ROOMS

DEPARTMENT OF MUSIC

KAREL BONDAM, *Director*

MISS LOIS SCROGGS MISS ELLA ANNE DAVIES

The department of music is under the personal direction of teachers of unquestioned ability, and offers the advantages of the best conservatory. Personal attention is given to each pupil. The pupils receive two private lessons weekly with supervised daily practice.

The equipment for the department is ample in all respects. The lower floor of Shearer Music Hall is devoted to studios, practice rooms, and a large auditorium. A number of practice pianos are placed in separate practice rooms and assigned to pupils at fixed times. This insures the pupils regularity in their work, and the advantage of uninterrupted practice for full time. The auditorium is provided with the finest concert piano and a splendid pipe organ.

The College furnishes an opportunity for students of music, to receive such necessary and thorough training as alone can provide them with the knowledge and efficiency required in the competent musician.

While the Music Department will accept as pupils any one who gives proof of some musical ability combined with natural intelligence, it should at the same time be borne in mind that the advanced courses are planned with a view to the professional and therefore nearly exclusive study of music.

Students whose talent and aptitude for music would enable them to accomplish the work required in these advanced classes must be reminded of the fact that such a study will be too extensive to combine it with the regular literary or other college courses, especially during the final years. Work for

the Diploma in Music thus should require either a greater number of years than that outlined in this catalog, when started at a time when other necessary studies are not completed, or be postponed till conscientious and uninterrupted effort can be made.

PIANO

Music students who have successfully finished the elementary or preparatory grades, and possess the necessary theoretical knowledge may enter the Intermediate course. This course, which under very favorable circumstances can be completed in three years, might be outlined as follows:

A. INTERMEDIATE COURSE

FIRST YEAR—Practical Work.

Major, Minor and Chromatic scales, chords and Arpeggios in moderate tempo and in simple forms (similar motion in octaves.)
Czerny Op. 636 and 299 (first part) Heller Op. 47, 125 119, 46.
Sonatinas: Krause, Reinecke.
Pieces like: Jensen Op. 33, Gade Op. 36.
Handel, easy compositions, etc.
Theoretical Work: Intervals, Scale construction, different kinds of triads and their inversions.

SECOND YEAR—Practical Work.

Scales and Arpeggios continued, moderate tempo, in thirds, sixths, etc.
Czerny Op. 299, Heller Op. 45, 78, 80.
Bach, 2 part Inventions.
Sonatas: Easier ones of Haydn and Mozart. Pieces like those in Schirmer's Albums of Grieg, Godard, Moskowski, except the more difficult ones.
Theoretical Work: Elements of Harmony.
Text-book: Tapper's First Year Harmony.

THIRD YEAR—Practical Work.

Scales and Arpeggios continued—all forms, similar and contrary motion.

Chromatic scales with different fingerings.
Octave studies.
Chrisander: Technical Exercises (Modulating)
Czerny Op. 740.
Cramer, 50 selected studies.
Sonatas: Haydn, Mozart, Beethoven, (easier ones) Schubert.
Heller: Op. 81, 16, 82, Jensen Op. 32.
Bach, 3 part Inventions and French suites.
Schubert Impromptus.
Pieces by Grieg, Jensen, Moskowski, Mendelssohn, Raff, Scharwenka, Kjerulf, Schumann, Sinding.
Theoretical Work: Harmony continued.
Text-book: Tapper's First Year Harmony.

Students having successfully finished this course may enter the Advanced Course.

B. ADVANCED COURSE

FIRST YEAR—Practical Work.

Scales and Arpeggios continued, all forms; increasing speed.
Dominant and Diminished seventh chords.
Also scales in double thirds and sixths. Chrisander: Technical exercises, Tansig; Daily exercises.
Czerny Op. 740, Cramer, selected studies.
Clementi: Grades and Parnassum.
Etudes by Henselt, Chopin and others.
Bach, English suites.
Sonatas: Beethoven, Schubert, Schumann, Grieg.
Compositions by Chopin, Liszt, Rubenstein, and modern composers.
Theoretical: Harmony continued.
Text-book—Tapper's Second Year Harmony.
Course in History of Music.
Analysis of Musical Forms.

SECOND YEAR—Practical Work.

Scales and Arpeggios continued, all forms, increasing speed.
Tansig Daily Exercises.
Etudes by Chopin, Liszt, and Modern Composers.
Preludes and Fuges: Bach's Well-Tempered clavichord.

Compositions by Bach, Beethoven, Brahms, Chopin, Schumann, Liszt, and others.

Theoretical Work: Harmony continued, History of Musical Forms, Counterpoint.

THIRD YEAR—Practical Work.

While continuing the work of the Second Year, much of the time will be devoted to the preparation of a Recital Programme.

Also practical work in Instruction for those who intend to become music teachers.

Harmony and other Theoretical Studies continued and extended.

ORGAN

The study of the Organ can only be successfully undertaken after finishing the Intermediate course in Piano. And even to greater advantage after two or three years of the Advanced course in Piano, especially if the candidate expects to discontinue Piano Study and devote all efforts to the Organ.

Students who have enough time to devote their efforts to both instruments, should do so by all means, and with the understanding that Graduation in Piano may precede Graduation in Organ by one year at least.

A great deal of the work on both instruments runs parallel, so that it will be unnecessary to outline the Course in Organ as minutely as for Piano.

We may assume that about three years of conscientious study will put the student well upon the road to become a thorough musician and organist. The experience which comes only to the practical organist, occupying a church position, will in time do the rest.

The foundation thereto will be laid best by giving the student every opportunity to play for church services, to accompany instrumentalists, and vocalists, and to do choir work.

Starting with a method like Stainer's "The Organ" and simple studies of Rinck and other composers, the student will gradually approach the greater organ compositions of Bach,

Mendelssohn, Rheinberger, Guilmant, Caesar Franck, and others.

VIOLIN

A. INTERMEDIATE COURSE

FIRST YEAR—

The Violin methods of Laoureaux, Dancla, or Herman, and such books as Mittell: Graded Course Vol. I., which may have been studied before, can be continued and gradually studies from Hoffmann Op. 25, and Wohlfahrt Op. 45 or 74 may be taken up.

SECOND YEAR—

Violin method continued, First and Third Positions.
Alard Op. 10. Kayser Op. 20, II. Mittell Graded Course II.
Schradieck, School of Technics, Scales and Arpeggios.
Shifting of the Positions.
Easier Sonatinas and other Pieces.

THIRD YEAR—

Sevick, Daily Exercises.
Mazas Op. 36 I. Dont Op. 37, 38, Sevick Op. 8, Krentzer 42, Etudes.
Sonatinas by Schubert, Sonatas by Mozart. Concertino By Sitt, Cavatina by Raff, and simular compositions.

ADVANCED COURSE

FIRST YEAR—

Scales and Arpeggios, with increasing speed. Also extension into four octaves.
Double stops, Staccato and Spiccato Fiorillo, 36 Studies, Dancla, Op. 73, Leonard Op. 21.
Sonatas by Beethoven, Gade and others.
Concerto by Viotti.

SECOND YEAR—

Scales and Arpeggios continued.
Rode 24 Caprices, Gavines 24 Studies, Dont Op. 35, Bach Sonatas.
Concerto by Mozart, Mendelssohn, or Bruch.

THIRD YEAR—

Studies from Vieutempo, Wieniawski or Paganini and preparation of a Recital Programme, Practical work in Instruction for those who intend to become music teachers.

The Theoretical Work for Violin students is identical with that of the Piano student.

VOICE

The development of the voice is one of the important branches of musical culture. The highest standard of work is maintained throughout the course of study. Two individual lessons are given each week. The study includes the interpretation of songs and ballads chosen from the best of the American, English, German, Italian, French and Russian schools, with strict attention to phrasing, enunciation and rhythm. Recognition is given to the fundamental principles of voice such as pureness in tone quality, free emission, distinct enunciation and correct breathing.

An idea of the work covered in the different courses may be obtained from the following:

Course I. Exercises by the teacher for the special needs of the individual voice. Breathing exercises as applied to tone production and art of vocalization, voice placing, solfeggio, diction and technical exercises. Concone, Lamperti, Marchesi, Vaccai, Giraudet, simple songs, classics and modern composers.

Course II. Voice extension, further development of tone, poise, breath control, flexibility and resonance, blending registers. Good head and nasal resonances, good time, rhythm and intonation are emphasized. Songs moderately difficult, art songs, English, French and Italian school, arias from oratorias and operatic arias, duets, and recitals.

Recitals. Both faculty and student recitals are given during the year. These are very beneficial in cultivating musical taste and the ability to appear well in public.

Choral. Choral is required of all students in the Voice and Public School music departments. It is open to other stulents whose

qualifications meet with the approval of the director. The club meets once a week. Public performances are given at intervals during the year.

History and Appreciation. The purpose of this course is to awaken the musical taste and to develop the faculty of hearing and listening intelligently. The study enables one to enjoy the work of all periods and styles through a knowledge of the aesthetic and the psychological principles involved in their development.

The above courses are open to any student whose qualifications meet with the approval of the director; but those desiring a Junior College Diploma in Voice must offer fifteen units of High School credits and complete in a satisfactory manner the following course of study:

First Year College		Second Year College	
Voice	4 hours	Voice	4 hours
English	6 hours	English	6 hours
Modern Language	6 hours	French	6 hours
Piano	4 hours	Piano	4 hours
Theory	4 hours	Harmony	4 hours
History and App.	4 hours	History and App.	4 hours
Choral	2 hours	Choral	
Recitals		Recitals	
	30 hours		30 hours

PUBLIC SCHOOL MUSIC

The course in Public School Music is designed to meet the constantly growing demand for competent supervisors and teachers of music in the grammar schools and high schools of the State. The course offered include methods of teaching music in the primary, grammar and high school grades, rote song, observation method, sight singing, classification of voices, conducting and preparation of programs.

First Year College		Second Year College	
Voice	4 hours	Voice	4 hours
Pub. Sch. Music Methods	6 hours	Pub. Sch. Music Methods	6 hours
English	6 hours	English	6 hours
Modern Language	6 hours	Education	6 hours
Piano	4 hours	Piano	4 hours
Theory	4 hours	History and App.	4 hours
Choral	2 hours	Choral	2 hours
	32 hours		32 hours

HOME ECONOMICS

This department includes Domestic Science and Domestic Art. A two-year course leading to a Diploma is planned to meet the needs of two classes of students:

(a) Those who are preparing themselves primarily for the profession of home-making.

(b) Those who are preparing to become teachers of Home Economics.

The Home Economics Laboratory is well equipped with tables and cabinets, hot and cold water, electricity, gas, modern sewing machines and other facilities necessary for conducting thorough courses in this department.

Candidates for the Home Economics Diploma must present 15 units of High School work and complete in a satisfactory manner 60 hours of College work as outlined below. These courses are also open to all students prepared to take them, and will give elective credits toward other certificates and diplomas.

DORMITORY ROOM

Synopsis of courses leading to Home Economics Diploma:

First Year		Second Year	
English	6 hours	English	6 hours
Science	6 hours	Science	6 hours
Textile and Sewing	6 hours	Costume Design, Sewing and Millinery	6 hours
Cookery 1	6 hours	Cookery II	6 hours
Elective	6 hours	Elective	6 hours
	30		30

Textiles and Sewing. A study of the history, source, manufacture, use, cost, and adaptability of textile materials with relation to clothing. Practice in hand and machine sewing, in the construction of cotton and linen garments; draping and drafting of a few tissue paper patterns as an aid to understanding of commercial patterns. The student furnishes her own materials.

One hour recitation and two-hour laboratory periods per week each semester. Credit, 6 hours.

Costume Design and Sewing and Millinery. The course includes the renovation and remodeling of wool or silk dresses, the construction of simple afternoon and evening dresses, and of a few simple hats. Special consideration will be given to designs appropriate to the individual.

One hour a week will be devoted to the history of costume and to the study of modern costume design. The student furnishes her own materials.

One-hour lecture and two-hour laboratory periods per week each semester. Credit, 6 hours.

Cookery I. A study of foods, their source, composition, nutritive value and cost. The theory and practice of cooking and serving of type dishes and meals.

One three-hour laboratory period and two recitations a week each semester. Credit, 6 hours.

Cookery II. An advanced study of foods, marketing, planning and serving of meals, with especial attention to menu making, correct service, cost, suitability and fuel value of foods.

One three-hour laboratory period and two recitations per week each semester. Credit, 6 hours.

ACADEMY DOMESTIC SCIENCE

Cookery. A study of the principles of cookery, composition, and combination of food and materials. Practical and experimental work.

Five hours each week to be divided into lecture and laboratory periods as the instructor sees fit.

Credit, one unit.

COMMERCIAL

The importance of education for secretarial and commercial work is quite manifest. Young women should be prepared to support themselves, if necessary, and to properly manage their own affairs, therefore, they should have thorough courses in business methods.

The constant aim and purpose of this department is to prepare young people in the best manner to take up the exacting duties in the usual commercial lines. The department is under the personal direction of a most highly trained and widely experienced specialist in commercial. Adequate equipment is furnished, and each student is given much individual instruction.

To the young women who expect to make the greatest success in the business world, shorthand and typewriting has become a necessity. There is a wide field of usefulness open to those who fully qualify themselves in this art. In order to become proficient and successful, the student must apply herself diligently to a well selected course of study.

Shorthand. Gregg Shorthand is taught. This system has demonstrated its superiority over all other systems in simplicity, legibility and speed. It has been found to meet the most exacting requirements. On account of the fact that it is based on the natural, uniform slant of long hand steady progress can be made from the beginning. Much attention is given to business correspondence, including exercises for practice and punctuation, capitalization and correct English. Before completion of the course the student is given a thorough drill in office practice.

Typewriting. Touch typewriting is taught. Artistic, accurate and speedy typewriting cannot be acquired unless the student is shown carefully the proper methods of practicing. It has been found that it is not so much the amount of practice as it is the kind of practice that counts.

Bookkeeping and Accounting. A study of the ordinary work in bookkeeping, followed by practical problems in the trial balance, accounting and the technique of accounts. This will be an elective course.

Students will receive a certificate in Stenography and Typewriting upon the completion of the course and the attainment of proficiency, speed and accuracy. The courses may also be offered for credit toward the Junior College Diploma.

PHYSICAL EDUCATION

Physical Education is recognized as part of the College course. Class work is required. The aim of the department is not primarily to provide a certain amount of physical exercise, but rather to strengthen and to increase the action of the circulatory and respiratory organs and to obtain a healthful and symmetrical development of the entire body. Two hours a week.

Basket Ball. A popular sport in the winter season. Classes are held in which practical and technical instruction is given. Teams are chosen from those enrolled in the classes and a series of games is played at the end of the season. Games are also arranged with nearby schools.

Tennis. Open to all students in fall and spring. Training is given in the technique of tennis, and honors are awarded to those who know the rules of the game and master certain strokes. Tennis tournaments are held in the fall and spring.

REGISTER OF STUDENTS

COLLEGE STUDENTS

1925--1926

CII

Abernethy, Elnora
Abernethy, Lucy
Alexander, Frances
Anderson, Sara
Beaver, Nova
Bristol, Eloise
Clifford, Louise
Cooke, Gaynell
Craver, Hazel
Eliason, Jane
Ghigo, Anita
Gill, Mildred
Gray, Mary Lee
Hager, Edith
Hampton, Eva
Holland, Nellie
Holland, Pearl
Holler, Elizabeth
Jordan, Louise
Koonce, Mary Brown
Kunkle, Ella Mae
Lazenby, Ruth
Long, Helen
Miller, Henrie
Morrow, Linnie Sue
Mooney, Lillian
Niblock, Elizabeth
Ranson, Nellie
Reece, Virginia
Reid, Sarah
Reese, Eva Mae
Sentman, Sarah
Simpson, Elizabeth
Southerland, Mildred
Stevenson, Lucille
Summers, Mabel
Taylor, Louise
Watt, Mary
White, Alice
Wilhelm, Annie Belle
Wilson, Bessie

CI

Alexander, Helen
Alexander, Margaret
Bell, Lorraine
Beaver, Lucille
Campbell, Mary
Carter, Odessa
Cathey, Nancy
Cline, Mary Ellen
Crump, Kathleen
Cunningham, Edna
Deitz, Mary Lois
Deitz, Addie Mae
Douglas, Ila Mae
Durham, Irene
Eller, Lillian
Erwin, Mary
Fraley, Violet
Garrett, Mildred
Hall, Esther
Harper, Mae
Henderson, Rachel
Holmes, Audrey

Holland, Annie Sue
Hunter, Mary
Johnson, Margaret
Johnson, Elsie
Keenē, Harriet
Litaker, Mary
Madden, Dorothy
Massey, Maxine
Massey, Ona
Matheson, Margaret
McConnell, Christine
McGirt, Mary
McGee, Mary
Morrison, Margaret
Morris, Walda
Pennington, Margaret
Phifer, Sara
Pittman, Mary
Privette, Dorothy
Sharpe, Nella
Steele, Lila
Stevenson, Mildred
Taylor, Mary
Templeton, Mary
Templeton, Virginia
Thompson, Mary
Walker, Beunice
White, Lillian
Woodside, Alice

SPECIAL DEPARTMENTS

PIANO

Axley, Emogene
Bowie, Amelia
Bowie, Helen
Bowles, Ruby
Deaton, Mary Belle
Erwin, Mary
Fowler, Julia
Fraley, Robbin
Ghigo, Anita
Hartness, Lois
Holland, Rachel
Holland, Nellie
Lang, Daisy
Mills, Emma Belle
Mulligan, Frances
Pennington, Margaret
Pope, Virginia
Privette, Dorothy
Rhyne, Mary Louise
Ritchie, Evelyn
Scroggs, Helen
Sharpe, Nella
Simons, Ann
Starr, Evelyn
Stephens, Gladys
Steele, Lila
Sykes, Clara
Tharpe, Lucille
Thompson, Louise
Thompson, Mary
Wallace, Henrietta
Walt, Rebecca

ORGAN

Deaton, Mary Belle
Ghigo, Anita
Pennington, Margaret
Steele, Lila
Tharpe, Lucille

ACADEMY STUDENTS

AIV

Abernethy, Margaret
Bell, Margaret
Blackwell, Rebecca
Douglass, Cleo
Elam, Mary Lois
Foster, Faye
Fowler, Julia
Johnson, Mary
McElwee, Sarah
Porter, Elizabeth
Stikeleather, Ila
Williams, Rose

AIII

Ayers, Hazel
Brown, Ann
Conger, Ruth
Hill, Carroll
Jones, Louise
Lang, Daisy
McDuffie, Elizabeth
Patterson, Louise
Shumaker, Ruth
Walt, Rebecca

AII

McLean, Narcissus
Spilman, Virginia
Wallace, Virginia

AI

Alexander, Elizabeth
King, Jennie Lee
Rives, Thelma
Summers, Elizabeth

Summary of Student Enrollment

CII Class	41
CI Class	51
AIV Class	12
AIII Class	10
AII Class	3
AI Class	4
Specials	41
Total	162

Enrollment by States

North Carolina	145
South Carolina	6
Georgia	2
Tennessee	2
Virginia	2
Mississippi	1
Kentucky	2
Montana	1
District of Columbia	1
Total	162

VOICE

Axley, Emogene
Bristol, Eloise
Blackwell, Rebecca
Cowan, Elizabeth
Douglass, Ila Mae
Holland, Nellie
Knox, Louise
Madden, Dorothy
Miller, Mrs. Harry
Morrison, Lois
Mooney, Lillian
Phifer, Sarah
Privette, Dorothy
Reece, Virginia
Sentman, Sara
Shore, Mrs. D. S.
Troutman, Katherine
Wilson, Katherine

VIOLIN

Burke, Elizabeth
Connelly, Jack
Massey, Maxine
Mulligan, James
Wallace, Frances
Williams, Mildred

COMMERCIAL

Cline, Mary Ellen
Cunningham, Edna
Delinger, Elionor
Houpe, Gladys
Hunter, Lizzie
Johnson, Lois
Jordan, Louise
Niblock, Elizabeth
Rives, Margaret
Stevenson, Vance
Wooten, Doris

HOME ECONOMICS

Ayers, Hazel
Baber, Corinne
Craver, Hazel
Crump, Kathleen
Douglass, Ila Mae
Douglass, Cleo
Durham, Irene
Eller, Lillian
Hunter, Mary
Long, Helen
Madden, Dorothy
Morrison, Margaret
Morrow, Linnie Sue
McConnell, Christine
McElwee, Sarah
McGee, Mary
McGirt, Mary
McLean, Narcissus
Southerland, Mildred
Williams, Rose

APPLICATION FOR ADMISSION

TO

MITCHELL COLLEGE

STATESVILLE, N. C.

_____

_____ 1926

'RESIDENT MITCHELL COLLEGE:

DEAR SIR—Please reserve a room for my

Daughter }
Ward }

_____
(Give full name)

or the Session of 1926-'27, (September 14th, to May 30th.)

I have read your Catalogue and I agree to the terms and conditions. I understand chool contracts are made for the year, and I promise not to withdraw my daughter except for providential reasons. I promise to co-operate in every way possible to make the ear's work a success. I enclose the reservation fee of $10.00 which I understand will e credited on College fees, as stated in the Catalogue, if my daughter enters; the same be forfeited if she does not enter, unless I notify you by August 15th.

Signed_____
(Parent or Guardian)

Address_____

_____

GIVE FOLLOWING INFORMATION

ccupation of Father or Guardian _____Age of applicant_____

urch affiliation _____Condition of health_____

hat School last attended?_____Name and address of incipal _____

urse desired at Mitchell College? (1) College_____(2) Academy_____
(Indicate class you desire to enter)

at Specials? (1) Piano_____(2) Voice_____(3) Organ_____

Violin_____(5) Domestic Science_____(6) Domestic Art_____

Commercial_____.

N. B.—When this application is received by the President, a blank form will be sent certifying previous work done—also blank form for Name Tape. Other information be sent ten days before school opens.

APPLICATION FOR ADMISSION

TO

MITCHELL COLLEGE

STATESVILLE, N. C.